DOCUMENT RESUME

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ABSTRACT

Designed to assess and describe the nature and frequency of teaching methods, activities, and materials used in secondary school English courses, this survey consists of 14 questions related to teaching objectives, activities, and materials, each followed by a list of possible responses. Teachers are asked to select a course, and to circle for each of the 256 items the frequency with which he or she uses a particular activity. material, or objective in that course. Questions cover the concepts taught to improve students' abilities in English; activities used to motivate students to read literature and to write; techniques for teaching writing, literature, or reading; the kinds of writing students are assigned and the nature of reading materials used in class; the reasons for selecting reading materials; the range of oral activities; the nature of any nonwritten composing; methods of evaluating student progress; and teachers' purposes for having students read, write, and speak in the classroom. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (teacher knowledge and attitudes), title, author, date, age range (adult), purpose, and physical characteristics.) (HTH)

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A Survey of Methods and Materials.

The measurement instruments contained in this document have been reviewed in a monograph (cited below) edited by William T. Fagan, Charles Cooper, and Julie Jensen, for The Research Instruments Project (TRIP), and funded by a grant from the Trustees of the NCTE Research Foundation:

Measures for Research and Evaluation
in the
English Language Arts
Volume II

The purpose of the editors has been to select and review measurement instruments pertaining to all aspects of research and evaluation in the English language arts, e.g. language and language development, literacy, literature, reading (including comprehension, teacher-pupil interaction, etc.), writing, and teacher knowledge and attitudes. In order to make some of the actual instruments reviewed more readily available, the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) has cooperated with the editors by processing selected instruments into the ERIC system (see the 42 documents assigned Clearinghouse accession numbers CS 207 904-945).

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Candida Gillis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Category: Teacher Knowledge and Attitudes

Title: A Survey of Methods and Materials

Authors: Candida Gillis
Lois Rosen
Wendy Neininger

Age Range: Adult

Description of Instrument:

Purpose: To assess and describe the nature and frequency of teaching methods, activities, and materials used in secondary school English courses.

Date of Construction: 1976

Physical Description: The survey consists of fourteen questions related to teaching objectives, activities, and materials, each followed by a list of possible responses ranging in length from seven to forty-three items. The directions ask teachers to select a course, and to circle for each of the 256 total items the frequency he or she used a particular activity, material, or objective in that course (0 = never, 1 = one or two times during the term, 3 = frequently). Questions cover the concepts taught to improve students' abilities in English, activities used to motivate students to read literature and to write, techniques for teaching writing or literature or reading, the kinds of writing students are assigned and the nature of reading materials that are used in class, the reasons for selecting reading material, the range of oral activities, the nature of any non-written composing, methods of evaluating student progress, and teachers' purposes for having students read, write, and speak in classrooms. The directions also ask teachers to identify the nature of the class for which they are completing the survey, including the general ability of the students. These variables are used to analyze data from large samples of teachers.

Sample:

DID YOU USE ANY OF THE FOLLOWING TO MOTIVATE STUDENTS TO WRITE?

Movies or television	0 1 3
Slides, filmstrips, or pictures	0 1 3
Literature	0 1 3
Music	0 1 3
Guest speakers	0 1 3
Whole class discussions	0 1 3
Small group discussions	0 1 3
Creative dramatics	0 1 3
Field trips	0 1 3
Teacher talk or lecture	0 1 3
Student-produced materials--writing, reports, projects, etc.	0 1 3
Other_____	0 1 3

Validity, Reliability, and Normative Data:

The items used for each question were chosen to present teachers with a wide range of representative activities, concepts, and materials that might be used in a variety of class settings, for a variety of student abilities, and by teachers favoring different approaches. Items were field tested on samples of teachers, including teachers whose students were of different ages and abilities and who taught different areas of the English curriculum to make sure that they accurately reflected teachers' self-perceived practices. Additionally, the survey was reviewed by members of the Standing Committee on Research of the National Council of Teachers of English. Data on reliability are not available. Normative data exist for 595 teachers, including those who filled out the survey when it was published in the English Journal as a 1977 readership survey.

Related Document:

Gillis, Candida. "The English Classroom 1977: A Report on the EJ Readership Survey." English Journal 6(September 1977): 20-26. (EJ 167 565)

A Survey of Methods and Materials

DIRECTIONS

1. Select an English course you recently finished teaching or one you are currently teaching. Pick a course that is representative of the kinds of courses you usually teach. (Do not select, for example, an exotic course you teach once every four years.) Complete the entire questionnaire with this course in mind. *It is important that you complete every section of the questionnaire and answer all questions, even though some questions may not seem to relate to the course you have selected.* For example, the questions on teaching writing may not seem to apply if your course is a speech course. However, you may find items in the writing questions that do apply to your class. In order to give us a complete picture of your activities and materials, you should answer all questions.
2. Complete the "General Information" section, which includes information on the course you selected.
3. Complete the questionnaire as follows:

   FOR EACH QUESTION, INDICATE HOW FREQUENTLY YOU USED A PARTICULAR METHOD, TECHNIQUE, OR APPROACH BY CIRCLING ONE OF THE THREE NUMBERS TO THE RIGHT OF THE ITEM:

   0 = never in that course
   1 = one or two times during the term or semester
   3 = three or more times, *frequently*

   EXAMPLE: For Question 1, if you never taught "expression of personal voice in writing" in your class you would circle 0.

Note: *The purpose of this survey is not to evaluate your teaching but to assess the activities, methods, and materials teachers across the country are currently using. Therefore, we have included items which represent a broad range of materials, practices, objectives. We do not expect teachers to be using all the activities listed. If we have left out things that you do in your class, please write them in the "other" blanks provided for this purpose.*

GENERAL INFORMATION

Location of Your School: City _____ State _____

Name of School _____ (circle one): Middle School Junior High Senior High

Numbers of Years Teaching _____

Title of Course _____

Nature of Course (circle one): Literature Writing Language General
Speech/Drama Other _____

Grade Level of Students in Course: _____

General Ability of Students (circle one):
Average Above Average Below Average Mixed

This teaching practices survey was developed by Candida Gillis, Assistant Professor of English, Michigan State University, and Lois Rosen, with Wendy Neininger, also of MSU. The survey was extensively field tested during the spring of 1976 and was reviewed by members of the NCTE Committee on Research, Charles R. Cooper, Chair.

1. DID YOU TEACH ANY OF THE FOLLOWING IN ORDER TO IMPROVE YOUR STUDENTS' ABILITIES IN ENGLISH?

Expression of personal voice in writing	0	1	3
Awareness of audience	0	1	3
Techniques of narrative writing	0	1	3
Filmmaking techniques	0	1	3
Characteristics of a literary genre or form	0	1	3
Non-verbal expression	0	1	3
Techniques of expository writing	0	1	3
Standard usage	0	1	3
Principles of logic	0	1	3
Point of view	0	1	3
Writer's use of language—imagery, syntax, vocabulary, usage	0	1	3
Organizing material	0	1	3
Techniques of descriptive writing	0	1	3
Features of dialects	0	1	3
Sentence combining	0	1	3
History of film	0	1	3
Plot development	0	1	3
Listening skills	0	1	3
Techniques of argumentative writing	0	1	3
Spelling and vocabulary	0	1	3
Techniques of newspaper or magazine production	0	1	3
Characterization in literature	0	1	3
Punctuation	0	1	3
Paragraph organization	0	1	3
History and nature of language	0	1	3
Techniques of research and use of research materials	0	1	3
Forms of versification	0	1	3
Traditional grammar	0	1	3
Structural grammar	0	1	3
Transformational grammar	0	1	3
Topic or thesis sentence	0	1	3
Themes in a work of literature	0	1	3
Author's biography	0	1	3
Control of speaking voice	0	1	3
Historical backgrounds of literature	0	1	3
The relationship of literature and writing to art and/or music	0	1	3
Techniques of informal speaking—(conversation, discussion)	0	1	3
Universal myths in literature	0	1	3
Techniques of leading discussions	0	1	3
Techniques of formal speaking (argumentation, persuasion, debate)	0	1	3
Personal concerns as revealed by literature	0	1	3
Problems of society as revealed by literature	0	1	3
Other _____	0	1	3

2. DID YOU USE ANY OF THE FOLLOWING TO MOTIVATE STUDENTS TO WRITE?

Movies or television	0	1	3
Slides, filmstrips, or pictures	0	1	3
Literature	0	1	3
Music	0	1	3
Guest speakers	0	1	3
Whole class discussions	0	1	3
Small group discussions	0	1	3
Creative dramatics	0	1	3
Field trips	0	1	3
Teacher talk or lecture	0	1	3
Student-produced materials—writing, reports, projects, etc.	0	1	3
Other _____	0	1	3

3. IN WHICH OF THE FOLLOWING FORMS DID YOUR STUDENTS WRITE?

Ungraded free writing	0	1	3
Plays	0	1	3
Poetry	0	1	3
Short stories	0	1	3
Newspaper or magazine articles	0	1	3
Exposition	0	1	3
Description	0	1	3
Interpretation or analysis	0	1	3
Argumentation	0	1	3
Research papers	0	1	3
Journals or diaries	0	1	3
Narrative or personal experience	0	1	3
Stream-of-consciousness	0	1	3
Study guide questions	0	1	3
Popular writing—contests, graffiti, cartoons, etc.	0	1	3
Filmstrip or slide narration	0	1	3
Application forms	0	1	3
Notes to a lecture, movie, or reading	0	1	3
Directions	0	1	3
Essay tests	0	1	3
Business letters	0	1	3
Radio, movie, or television scripts	0	1	3
Single paragraphs	0	1	3
Full length essays	0	1	3
Advertisements	0	1	3
Other _____	0	1	3

4. DID YOU HAVE STUDENTS PARTICIPATE IN ANY OF THE FOLLOWING WHEN YOUR *MAIN INTENTION* WAS TEACHING WRITING?

Completing grammar, vocabulary, spelling exercises	0	1	3
Making sensory observations	0	1	3
Meditating	0	1	3
Writing outlines	0	1	3
Listening to a talk about the qualities of good writing	0	1	3
Writing individually in class	0	1	3
Revising and rewriting own compositions based on your comments	0	1	3
Revising and rewriting own composition based on peer commentary	0	1	3
Working as a group to produce a single piece of writing	0	1	3
Critiquing each others' papers and revising own papers based on the comments	0	1	3
Conferring with each other while writing	0	1	3
Making a class book, magazine, or newspaper	0	1	3
Displaying writing on a bulletin board	0	1	3
Writing personal responses to each other's writing	0	1	3
Trading papers to read	0	1	3
Reading their own writing aloud to the class or to a group	0	1	3
Analyzing a student's paper duplicated for the entire class	0	1	3
Listening to you read your own writing to the class	0	1	3

Selecting their own writing topics	0	1	3
Identifying their own writing problems, needs	0	1	3
Working independently on individualized writing programs	0	1	3
Reading examples of good writing	0	1	3
Writing as a class on a single, assigned topic	0	1	3
Accompanying their own writing with illustrations music, slides, etc.	0	1	3
Reading literature	0	1	3
Watching filmstrips or films about writing	0	1	3
Reading books about the qualities of good writing or about how to write	0	1	3
Writing corrections of errors without revising the composition	0	1	3
Other _____	0	1	3

5. DID YOU USE ANY OF THE FOLLOWING TO MOTIVATE STUDENTS TO WANT TO READ LITERATURE?

Professional book reviews	0	1	3
Reading aloud from literature	0	1	3
Movies or television	0	1	3
Slides, filmstrips, or pictures	0	1	3
Music	0	1	3
Guest speakers	0	1	3
Whole class discussions	0	1	3
Small group discussions	0	1	3
Creative dramatics	0	1	3
Field trips	0	1	3
Teacher talk or lecture	0	1	3
Student-produced materials—writing, reports, projects, etc.	0	1	3
Other _____	0	1	3

6. WHICH OF THE FOLLOWING KINDS OF READING MATERIALS DID YOU USE WITH MOST OF YOUR CLASS?

Reference books—dictionary, encyclopedia, thesaurus, style manual, etc.	0	1	3
Grammar-usage text or workbook	0	1	3
Student-composed literature	0	1	3
Literature anthology	0	1	3
Short stories	0	1	3
Novels	0	1	3
Plays	0	1	3
Poetry	0	1	3
Newspapers or magazines	0	1	3
Technical articles	0	1	3
Literary criticism or book reviews	0	1	3
Classics	0	1	3
Current best-sellers	0	1	3
Minority literature	0	1	3
Fairy tales, myths, fables	0	1	3
Young adult fiction	0	1	3
Sports stories	0	1	3
Gothic fiction	0	1	3
Science fiction	0	1	3
Detective/mystery fiction	0	1	3
Movie or television scripts	0	1	3
Advertisements	0	1	3
Song lyrics	0	1	3
Other _____	0	1	3

7. DID YOU HAVE STUDENTS PARTICIPATE IN ANY OF THE FOLLOWING WHEN YOUR *MAIN INTENTION* WAS TEACHING LITERATURE OR READING?

Doing research in relation to literature	0	1	3
Writing letters to characters or other students	0	1	3
Writing book reports or reviews	0	1	3
Completing exercises in individualized learning packets, commercial kits, teacher-made packets	0	1	3
Reading each others' writing	0	1	3
Doing close, textual analysis of a piece of literature	0	1	3
Writing poems, plays, or stories	0	1	3
Answering study guide questions in writing	0	1	3
Writing reactions in journals	0	1	3
Writing interpretations, analyses	0	1	3
Completing grammar exercises	0	1	3
Reading aloud in class	0	1	3
Doing choral readings	0	1	3
Talking freely	0	1	3
Discussing in small groups	0	1	3
Giving oral reports, talks, or speeches	0	1	3
Making vocabulary lists from literature	0	1	3
Doing role-playing	0	1	3
Dramatizing scenes from literature or reading dramatically	0	1	3
Preparing small group presentations	0	1	3
Listening to you talk or lecture about the literature	0	1	3
Seeing short or feature length movies	0	1	3
Seeing films or filmstrips about authors or literature	0	1	3
Creating or selecting accompaniments to literature—illustrations, music, slides, posters, etc.	0	1	3
Spending time in class on free reading (self-selected, ungraded reading)	0	1	3
Identifying their own reading problems, needs	0	1	3
Choosing their own reading material	0	1	3
Reading the same material as a class	0	1	3
Discussing study guide questions in groups or as a class	0	1	3
Other _____	0	1	3

8. FOR WHICH OF THE FOLLOWING REASONS DID YOU SELECT READING MATERIAL FOR MOST OF YOUR CLASS?

Current popularity	0	1	3
Style	0	1	3
Realistic nature	0	1	3
Students' interests	0	1	3
Ease of reading	0	1	3
Subject matter	0	1	3
Ethical lessons	0	1	3
Classical importance	0	1	3
Aesthetic importance	0	1	3
Recommendation of professional journal	0	1	3

Recommendation of other teachers	0	1	3
Curriculum requirements	0	1	3
Accessibility in school	0	1	3
Other _____	0	1	3

9. WHICH OF THE FOLLOWING KINDS OF TALKING DID MOST STUDENTS DO IN YOUR CLASS?

Unstructured, informal conversation	0	1	3
Dramatic reading of literature	0	1	3
Impromptu talks	0	1	3
Extemporaneous speeches	0	1	3
Speeches or talks to persuade or sell	0	1	3
Interviews	0	1	3
Choral speaking	0	1	3
Storytelling	0	1	3
Leading discussions	0	1	3
Participation in discussions	0	1	3
Acting out plays	0	1	3
Humorous speeches or talks	0	1	3
Panel reports	0	1	3
Debates, formal or informal	0	1	3
Other _____	0	1	3

10. WHICH OF THE FOLLOWING MEDIA WERE YOU ABLE TO HAVE YOUR STUDENTS PRODUCE?

Full length movies	0	1	3
Short films	0	1	3
Photographs	0	1	3
Filmstrips	0	1	3
Slides	0	1	3
Sound-tape recordings	0	1	3
Videotape recordings	0	1	3
Other _____	0	1	3

11. DID YOU USE ANY OF THE FOLLOWING TECHNIQUES TO EVALUATE STUDENT PROGRESS IN OR GIVE GRADES ON STUDENT READING, WRITING, OR SPEAKING?

Hold an individual conference	0	1	3
Keep a cumulative folder of written work	0	1	3
Grade student writing	0	1	3
Have students grade each other	0	1	3
Have students develop their own criteria for grading	0	1	3
Grade each student on the basis of her or his own improvement	0	1	3
Grade student participation in discussion	0	1	3
Give essay tests	0	1	3
Give objective tests	0	1	3
Grade or evaluate individual or group projects	0	1	3
Grade or evaluate student-produced audio-visuals	0	1	3
Grade or evaluate student reports or talks for the whole class	0	1	3
Grade or evaluate study guide questions	0	1	3
Give oral tests	0	1	3
Grade or evaluate quantity of reading or writing	0	1	3
Have students prepare own tests or study guide questions	0	1	3
Grade or evaluate workbook exercises	0	1	3
Other _____	0	1	3

12. WHICH OF THE FOLLOWING PURPOSES DID YOU EMPHASIZE WHEN GIVING WRITING ASSIGNMENTS TO YOUR CLASS?

Discover and clarify their own feelings and thoughts	0	1	3
Think more critically, logically	0	1	3
Acquire the ability to communicate ideas clearly	0	1	3
Acquire the ability to adapt one's writing for different audiences	0	1	3
Acquire habits of correctness in usage, grammar, spelling	0	1	3
Increase reading comprehension	0	1	3
Other _____	0	1	3

13. WHICH OF THE FOLLOWING PURPOSES DID YOU EMPHASIZE WHEN HAVING STUDENTS READ?

Increase language fluency and grammatical accuracy	0	1	3
Increase reading speed and comprehension	0	1	3
Improve critical thinking	0	1	3
Gain information	0	1	3
Personal pleasure	0	1	3
Increased knowledge of human character and motivation	0	1	3
Personal growth and increased self-understanding	0	1	3
Increased ability to understand and appreciate literary conventions and aesthetics	0	1	3
Other _____	0	1	3

14. WHICH OF THE FOLLOWING PURPOSES DID YOU EMPHASIZE WHEN HAVING STUDENTS TALK IN CLASS?

Organize their ideas	0	1	3
Think more critically and logically	0	1	3
Discover, clarify their own feelings and thoughts	0	1	3
Acquire habits of correctness in usage, grammar, pronunciation	0	1	3
Acquire the ability to communicate ideas clearly	0	1	3
Acquire the ability to adjust one's language for different audiences and occasions	0	1	3
Request and give information	0	1	3
Other _____	0	1	3